

Fortune: Blue

Teacher Book

**For High Elementary and Pre-
Intermediate Learners of English
(Elementary+)**

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Based on an original series idea by
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Fortune Blue: Map of the Book

Episode	Grammar	Interaction
1. Help	Wh- questions Wh- words Subject questions & object questions	Requests 'Is it okay if . . .', 'Can you / could you . . .' Would you mind if . . .'
2. A friend in need	Past simple Forms of common regular and irregular verbs	Service encounters Requests and placing orders politely
3. The clock is ticking	Imperatives Common imperative structures Functions	Telephone calls Opening a phone call
4. Safe house	Modal verbs: <i>Have to & Should</i> Form and use	Offering to help Making offers Accepting and declining offers
5. Twists and turns	Present perfect Past participles Form, meaning and use of present perfect	Giving and responding to news Expressions for announcing bad news How to respond to bad news
6. When will it be over?	Future time Will Be going to	Taking leave / Goodbyes Goodbyes over several turns

FORTUNE

EPISODE 1: 'HELP'

Section 1:

PREVIEW
VOCABULARY

Section 2:

WH-
QUESTIONS

Section 3:

REQUESTS

Section 4:

EXTENSION
ACTIVITIES

TEACHER NOTES:

Suggested teaching time for DISCUSSION QUESTIONS: 10 minutes

1. Use the image of Jimmy Fortune to establish that the students are familiar with the term 'character'. Explain that Jimmy Fortune is the main character in this drama series.
2. For a communicative and comprehensive approach, place your class into pairs. Each pair should ASK and ANSWER the questions below. As a follow-up exercise, open the questions to the class as a group. This will allow students to learn more about each other as they share past and present experiences related to real life situations.

DISCUSSION QUESTIONS

1. What is the name of your best friend? How long have you been friends?
2. When was the last time you asked someone for help?
3. When was the last time someone asked you for help? Did you help them?

SECTION 1: VOCABULARY

TEACHER NOTES:

Suggested teaching time for PREVIEW VOCABULARY: 15 – 25 minutes

1. The vocabulary words listed are all included in Episode 1. A phonetic transcription has been provided and it is **suggested that** all the words be sounded out by you as the teacher first, as an example, and then repeated back by the students. Break each word into distinct syllables first; it may be useful to clap out the syllables as you sound them out to help students with the rhythm and pacing of the word. Then use the example sentence to put the word in context.
2. A space has been provided above the example sentence for each word in the student version of the activity. Students should be encouraged to use a dictionary to find a definition for these words. This may be in their first language. A simple definition has been provided for you to share with the students if suitable.
3. There is a follow-up task that requires students to complete a gap-fill activity. This can be delivered as an individual task with students then paired to check answers and recycle pronunciation.

4. The vocabulary list for this episode includes a select number of words that assist in the overall comprehension of the narrative. You may wish to include further vocabulary as you preview the episode.

routine (n) /ru:'ti:n/	<i>Common tasks done regularly.</i> My routine is to brush my teeth every morning after breakfast.
ignore (v) /ɪg'nɔ:/	<i>Trying not to notice or recognise.</i> I tried to ignore the cold rain on my face.
speakerphone (n) /'spi:kə'fəʊn/	<i>A telephone with both loudspeaker and microphone.</i> He put the call to his mother on speakerphone so everyone could hear.
kidnap (v) /'kɪd,næp/	<i>To steal or carry off a person or an animal.</i> Two men were arrested for trying to kidnap the president's daughter.
detective (n) /dɪ'tektɪv/	<i>A member of the police force or a private investigator.</i> The detective needed to find the robber quickly.
information (n) /ɪnfə'meɪʃən/	<i>Knowledge or news.</i> The man asked the shopkeeper for more information about the shoes on sale.

1. detective

2. routine

3. ignore

4. kidnap

5. information

6. speakerphone

SECTION 2: WH- QUESTIONS

TEACHER NOTES:

The focus in this section is on receptive use of Wh- questions rather than producing these forms. Students will process and respond to both subject and predicate questions. They may not be able to accurately form such sentences, but may still be able to respond to their use.

The table provides a reference guide for students, matching the Wh-word with the type of information it queries and two examples of its use in a sentence. Those categorised under Example 1 are subject questions and those under Example are predicate questions (i.e. any inquiry that is not about the subject). The teacher may find it useful to explain this difference and one option is presenting the distinction in the following way:

Subject question

Pizza is my favourite food.

___?___ is Carl's favourite food



What is Carl's favourite food?

Predicate question

I want a cake.

You want ___?



What do you want?

As this demonstrates, subject questions are straightforward, while predicate questions involve both a movement and the use of do (did, does). Predicate questions are a frequent source of error and there is much more that students will learn about them over time. The sentences below the table also clarify that questions are used in other tenses.

Prepare students for the following section by reinforcing WH question forms before starting the episode.

TASK A

Stop the episode at 3.34 when Jimmy asks Daniel what happened that morning. Split your class into pairs and instruct them to work together to ask and answer the questions.

- 1. Daniel**
- 2. Jogging / running / exercising**
- 3. To help find Jenny** (she was kidnapped)
- 4. At home / in bed / in his apartment**
- 5. Pills / medicine / glass of water / phone**

TASK B

Direct students to look at the pictures of the characters from *Fortune*.

You may need to prompt the conversation with a question such as “What is Daniel and Jenny’s relationship?” Students should then attempt to make predictions about the relationship between Jimmy and Daniel, as well as Jimmy and Jenny.

Encourage students to use their dictionary to search for appropriate words to support the task.

Example words may include: friend, enemy, husband, wife, colleague, former (friend), rival
It is important that students have the freedom to speculate—at this point we only know for certain that Daniel is married to Jenny. Your class will likely offer wide-ranging opinions on how Jimmy is connected to both Daniel and Jenny.

TASK C

Stop the episode at 4.51 when the phone rings.

Encourage students to not only write answers to the following questions but also practice using WH forms in conversation with a partner.

- 1. Who**
- 2. Where**
- 3. What**
- 4. Why**

TASK D

Students can be encouraged to speculate for the final question (Jimmy or Daniel)

- B. Kidnapper**
- A. Money**
- B. Jimmy (speculation)**

Watch to the end of Episode 1. You may choose to finish the episode and then to restart from the beginning as a review.

SECTION 3: REQUESTS**TEACHER NOTES:**

In this section, scenes from *Fortune* are used to establish the functional interaction: REQUESTS.

Requests represent a very common type of function, but one that is fraught with risk. On the basis of language choice alone, the person making the request can appear to others as pushy or demanding, and of course they run the risk of being declined, which may cause loss of face as well as failure to achieve their aim.

This section introduces some sentence stems for producing more polite, indirect requests, and prompts learners to think about the appropriateness of different requests in different contexts. Requests are considered in more detail in the higher-level lesson.

1. Jimmy

2. Susie

3. Daniel

4. Jenny

MAKING A REQUEST

We often use request language in everyday conversation—there are many ways that we can make a request.

1. Jimmy to help find Jenny.

2. Daniel to pass her the pen.

3. DANIEL.

4. Daniel needs help to find a person who is in trouble.

How the speaker makes the request usually depends on how BIG or SMALL it is—for example Jenny asks for a pen (SMALL) while Daniel asks for help to find his wife (BIG). One of the most important things to remember is to be polite.

USING REQUEST LANGUAGE

TASK A

Play the video and watch the four scenarios. Instruct students to complete the gap-fill activity.

- A. Is it okay if I borrow your car for 2 weeks?
- B. Can you help me wash the dishes?
- C. Would you mind if I copied your homework?
- D. Could you babysit for me every night next week?

TASK B

For this task, encourage discussion around what are considered the biggest requests. The answers provided are a guide only, and you may have some students who feel (3) is an acceptable request, while there may be debate over whether (1) or (4) represents a bigger request (i.e. a bigger imposition on the other person).

Encourage discussion between students and as a class.

A. 2

B. 3

C. 4 (1)

D. 1 (4)

TASK C

Use the GRAMMAR FOCUS box to guide students to write a series of request sentences. Provide examples (see below):

GRAMMAR FOCUS

Is it okay if + PRESENT TENSE + PRESENT TENSE CLAUSE	Is it okay if I use your phone to call my sister?
Can you / Could you + BASE FORM	Can you lend me a pencil? Can she borrow your laptop?
Would you mind if + PAST TENSE + PRESENT TENSE CLAUSE	Would you mind if we changed the meeting time to 4pm?

REQUEST LANGUAGE IN DIFFERENT SITUATIONS—MATCHING

Draw student’s attention to the differences in the three sets of relationships used as examples. They should be made aware that the brother/sister relationship is generally accepted as being much closer than that of a normal student/teacher relationship. The relationship between two people meeting for the first time is generally considered more formal.

In this activity, students are asked to consider relationships and appropriacy in requesting. Answers to the situations are provided in the box below. However, students should be encouraged to consider the options and may provide valid reasons for including or excluding an option.

BROTHER and SISTER	STUDENT and TEACHER	MEETING for the FIRST TIME
1, 2, 4, 6	1, 3, 5	5, 7

SECTION 4: EXTENSION ACTIVITIES

This section provides grammar and listening activities that can be used to recycle and extend student comprehension of earlier tasks.

You may choose to do these tasks in-class or alternatively they can be set as homework tasks and reviewed in the following lesson.

All of the answers are provided below.

TASK A: GRAMMAR REVIEW 1

- | | | |
|------|------|------|
| 1. C | 2. A | 3. B |
| 4. B | 5. A | 6. C |

TASK B: GRAMMAR REVIEW 2

- | | | |
|------|------|------|
| 1. B | 2. D | 3. E |
| 4. F | 5. A | 6. C |

TASK C: LISTENING 1

- | | | |
|------------|------------|----------|
| 1. Four | 2. kitchen | 3. reads |
| 4. ignores | 5. Could | 6. front |

TASK D: LISTENING 2

- | | | |
|-----------------|-------------------|------------------|
| 1. the morning | 2. before I start | 3. eat breakfast |
| 4. wash my hair | 5. catch the bus | 6. 20 minutes |